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How to make MOOCs better for specific target groups and developing countries?

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Are Open Education and Massive Open Online Courses (MOOCs) a revolution?

Open Education has got a long-term tradition in innovating and opening-up education through new and learner-centered methodologies: It has to go beyond open and free access by combining the diverse legal, operational and visionary dimensions (Stracke, 2018). Therefore Open Education is not a revolution but possesses the potential to change learning and education worldwide (Stracke, 2016).

Currently Massive Open Online Courses (MOOCs) are entering the stage of Open Education and gaining interest as one specific type of Open Educational Resources (OER) that can address broad audiences and masses. Before, the Open Access community achieved worldwide awareness, much like the free and open source software movement that was leading to the initiative in education called open (source) courseware (Materu 2004). Currently the International Community for Open Research and Education (ICORE) is connecting and bridging both worlds of open access and open learning in close cooperation with other key organizations such as Open Education Consortium (OEC) in the fields of Open Learning, and Education and Creative Commons (CC) in the fields of Open Access and licensing. In Open Education and Learning the concept of Open Educational Resources (OER) was introduced, followed by Massive Open Online Courses (MOOCs): Now the Alliance for the MOOCs' Quality (MOOQ) is addressing their quality as MOOCs are often criticized for it (e. g., by Daniel, 2012, Stracke, 2015 and 2017). In addition the MOOC Maker initiative focuses the design of MOOCs for specific regions and target groups such as Latin America. These two movements of Open Education are introduced briefly in the end of this paper to allow a first overview of the current landscape of Open Education. Before we will provide a short overview of the launched discussion about the question "How to make MOOCs better for specific target groups and developing countries?".

MOOCs for specific target groups and developing countries

The two leading international initiatives MOOQ and MOOC Maker are joining forces to present and discuss the adaptation and improvement of MOOCs for specific target groups and developing countries. They address the theme "Innovation through opening traditional practices" to introduce and adapt Massive Open Online Courses (MOOCs) for better learning quality. The discussion is started and organized by the two research projects MOOQ (www.mooc-quality.eu) and MOOC Maker (www.mooc-maker.org): Both initiatives are focusing on the quality of MOOCs and their improvement by addressing specific target groups and needs.

Leading question is: "How to make MOOCs better for specific target groups and developing countries?" The presentation will discuss how the future development and design of MOOCs can aim better at the needs and preferences of specific target groups, e.g. from rural areas or formal school education. In addition the presenters from Europe and Latin America will have a special focus on the opportunities how MOOCs be used in developing countries to improve formal and non-formal learning and education and to contribute to achieve the Sustainable Development Goals (SDG) set by the United Nations.

Main goals are the sharing and exchange of experiences and their discussion with the whole global audience: Therefore all participants are invited and encouraged to join and contribute to the debate. The debate is a first collaboration between the two international research projects MOOQ and MOOC Maker. It is launched by combining experts and organizations from Latin America and Europe: Christian M. Stracke, Open University of the Netherlands and MOOQ coordinator, Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain and MOOC Maker co-coordinator, Rocael Hernández, Universidad Galileo, Guatemala and MOOC Maker co-coordinator, María del Mar Pérez Sanagustín, Pontificia Universidad Católica de Chile, and António Teixeira, Universidad Aberta de Lisboa, Portugal.

Intended audience are all experts, practitioners and novices sharing interest in the improvement of Open Education by innovative open pedagogies and open educational practices using OER: Contributions by conference participants as well as by online participants commenting via twitter are most welcome and encouraged.

Alliance for the Quality of MOOCs (MOOQ)

MOOQ is the Alliance for Quality of Massive Open Online Courses (MOOCs). The vision of MOOQ is to foster quality in MOOCs leading to a new era of learning experiences. MOOQ's mission is to develop a quality reference framework for the adoption, the design, the delivery and the evaluation of MOOCs in order to empower MOOC providers for the benefit of the learners. The main goal of MOOQ is therefore the development and the integration of quality approaches, new pedagogies and organizational mechanisms into MOOCs with a strong focus on the learning processes, methodologies and assessments (Stracke et al., 2017). To enhance the digital age and online learning in Europe and worldwide, MOOQ will lead to new generation of MOOCs (to be labelled as Q-generation) that will be designed, organized and tested as so called "qMOOCs" (short for quality MOOCs). MOOQ contributes by offering a systemic approach to massive learner-centred online education. In close collaboration with all interested partners and stakeholders, MOOQ researches and

formalises the design of multi-stage, mixed model MOOCs that are reflecting the diverse personal intentions of the MOOC learners (Gollwitzer & Sheeran, 2006; Stracke, 2017). These MOOC modes strive to serve new target groups in formal education such primary and secondary schools or in a combination of study and work such as practitioners in professional networks from sectors of innovation and learning in the context of regional development as smart specialisation.

MOOQ has launched the Global MOOC Quality Survey in 2017: The three surveys focus MOOC learners, MOOC designers and MOOC facilitators. In total participants from all regions worldwide and the data are currently deeply analysed: First findings are published by Stracke and Tan (2018), further publications are following soon.

More information about MOOQ: www.MOOC-quality.eu

Construction of Management Capacities of MOOCs in Higher Education (MOOC Maker)

MOOC-Maker has as main purpose to develop capabilities for the Construction of Management Capacities of MOOCs (Massive Open Online Courses) in Higher Education and conduct research about the initiatives developed. The project aims to promote the culture of MOOCs and SPOCs especially in the participating Latin American Higher Education Institutions (HEI); the thematic will be oriented at training on issues of basic skills that enable participants to improve their training to promote a better employment, in addition, the development of a set of management guides implemented and validated by the HEI members of the consortium. The guides will be enriched by the experiences, best practices, and case studies of pilot projects MOOC to be implemented during the project, reinforcing the presence of quality MOOCs in Spanish and promoting equal access to inclusive education taking into account especially the most disadvantaged groups in the region.

General objective of MOOC Maker is the creation of an intercontinental network between HEIs from Europe and Latin America with the aim to improve the quality and access to teaching-learning programs through the implementation of high quality MOOCs that address the development of competencies and knowledge that are required in today's learners.

More information about MOOC Maker: www.mooc-maker.org

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